

CUReS

Coventry University
Research Solutions



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Can ideas about how to encourage people to stop smoking be harnessed to enhance student engagement?

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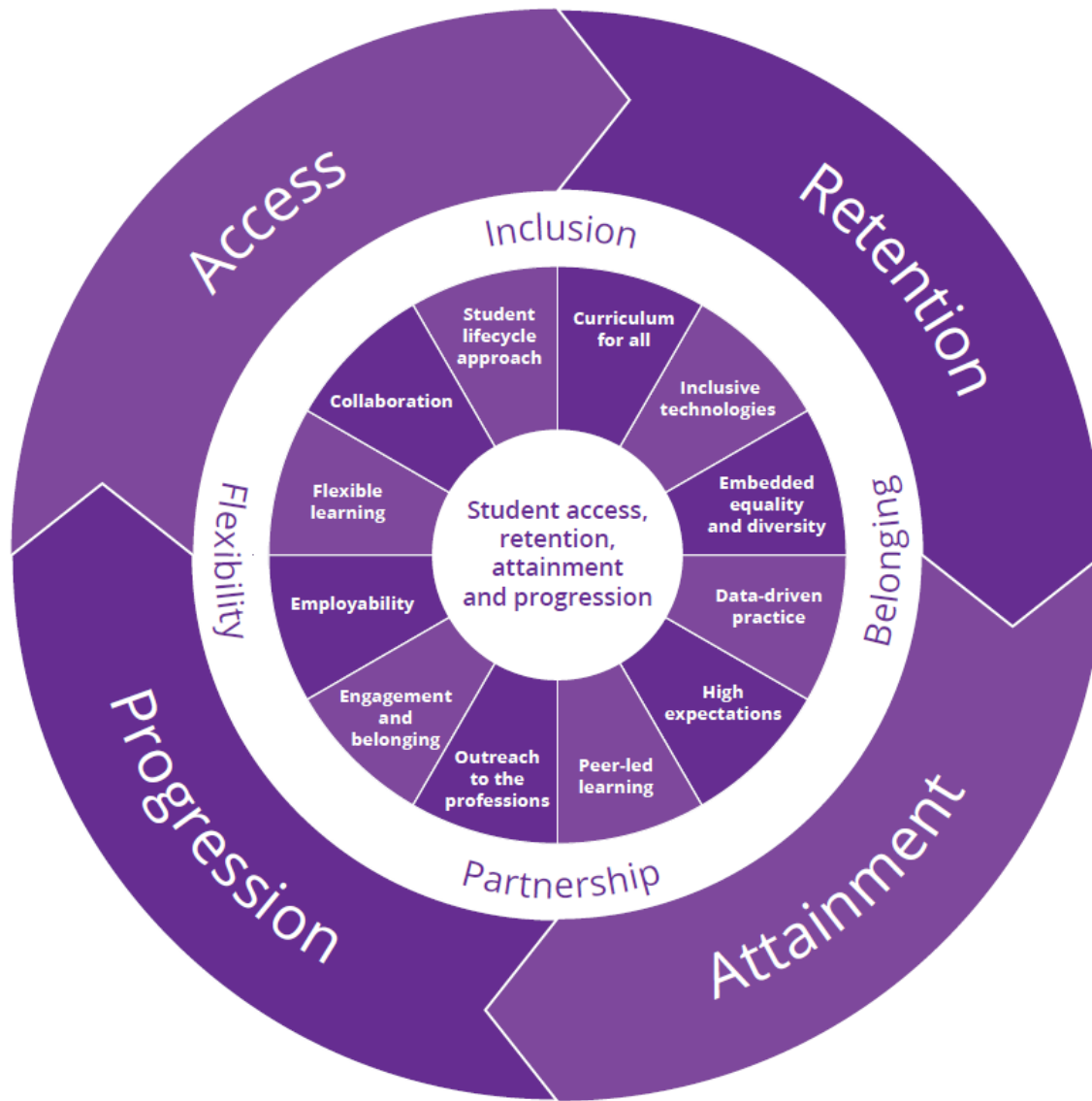
Dr Christine Broughan

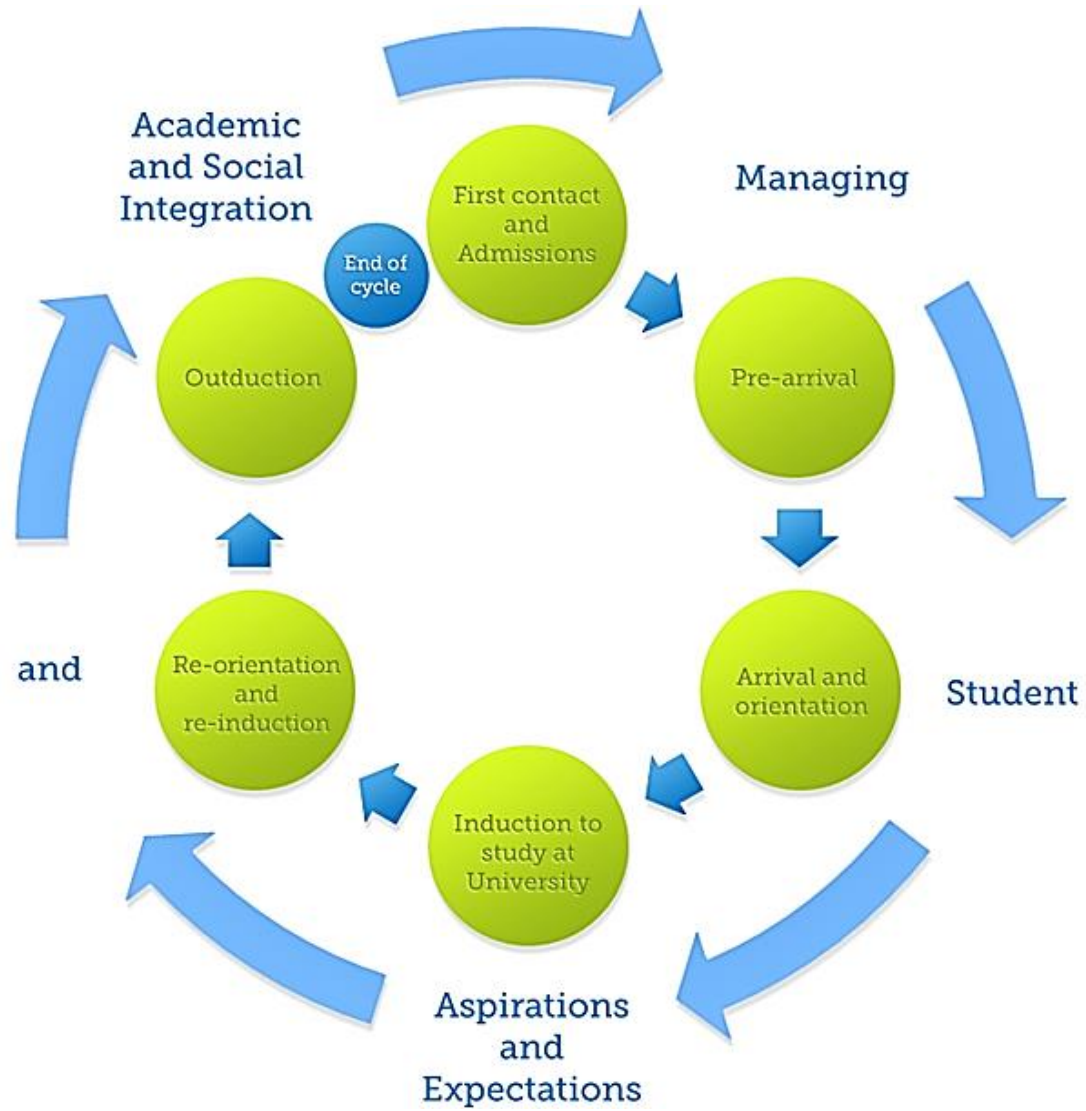
Introduction

- As the cost of HE increases there is matching high expectation by the student of value for money (Morgan, 2012).
- An engaged student body is key to positively influencing student success (e.g. learning outcomes) (Gunn, & Fisk, 2013).
- One of the challenges to achieving excellence is making the right choice of coordinated activities designed to motivate students to engage in their studies (Bryson, 2015).
- This paper explores the potential for university activity around student engagement to be conceptualised as social marketing activity, and specifically, whether a design guide for social marketers is of potential value when applied to student engagement.

What is student engagement?

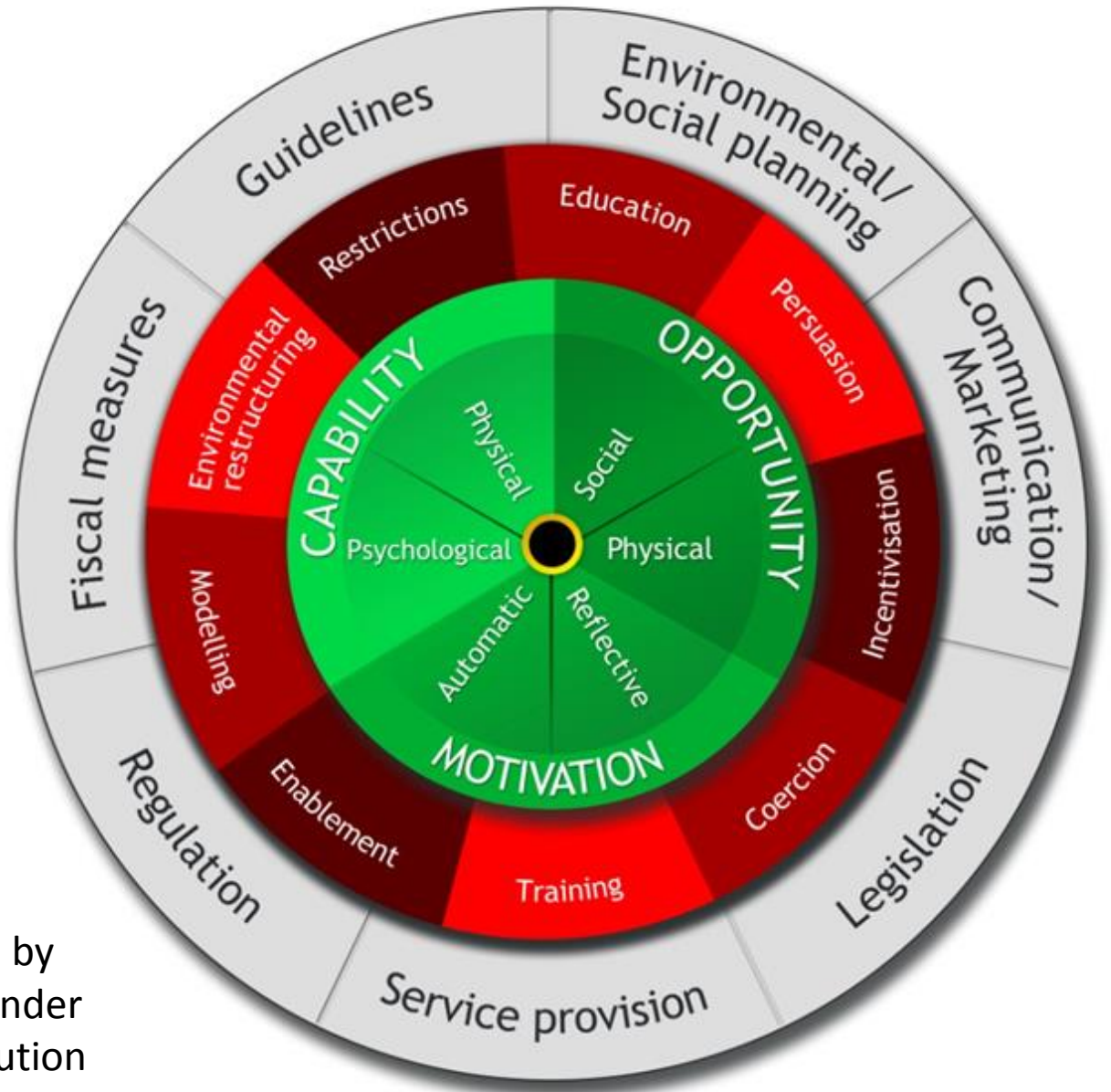
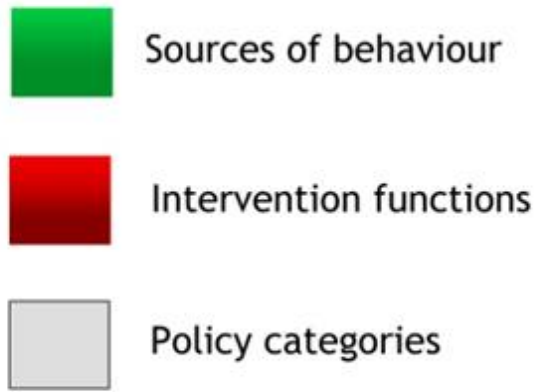






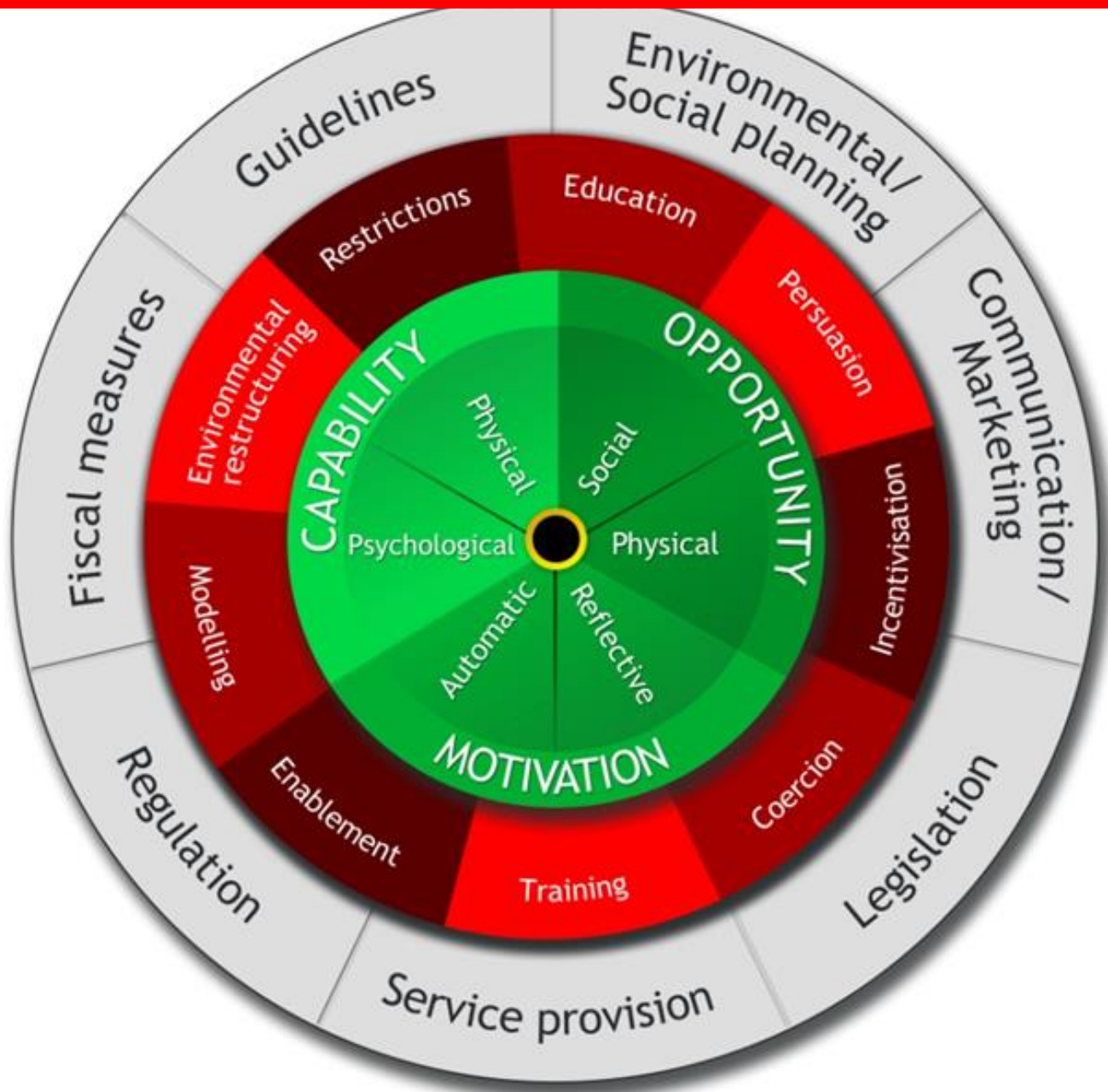
Why look further?

- Having decided that there are factors which impact success, a university would want to promote maximum improvement of those factors which it has the opportunity to improve (Dollinger, 2008)
- Encouragement of the prevalence or incidence of particular behaviours [e.g. those associated with student engagement] can be defined as behaviour change interventions (Michie, van Stralen & West 2011)



The Behaviour Change Wheel by Michie et al (2011) licensed under the Creative Commons Attribution License 2.0.

Dynamic model – relationships between layers not fixed...



Determinants	Definition	Examples
Physical capability	Physical skill, strength or stamina	Having the skill to take a blood sample
Psychological capability	Knowledge or psychological skills, strength or stamina to engage in the necessary mental processes	Understand the impact of CO ² on the environment
Physical opportunity	Opportunity afforded by the environment: time, resources, locations, cues, physical 'affordance'	Being able to go running because one owns appropriate shoes
Social opportunity	Opportunity afforded by interpersonal influences, social cues and cultural norms that influence the way that we think about things	Being able to smoke in the house of a Smoker, but not in the middle of a boardroom meeting
Automatic motivation	Automatic processes involving emotional reactions, desires, impulses, inhibitions, drive states and reflex responses	Feeling anticipated pleasure at the prospect of eating a piece of chocolate cake
Reflective motivation	Reflective processes involving plans and evaluations	Intention to stop smoking

“To achieve its goal, a framework for characterising interventions should be comprehensive: it should apply to every intervention that has been or could be developed.” (Michie et al 2011)

RQ: Does the BCW define and characterise behaviour change interventions associated with **enhancing student engagement?**

- The question is an essential first step in assisting those involved in planning such interventions in deciding whether the BCW might be a useful framework to use.

Methodology

- Very large literature around student experience – therefore recent reviews used.
 - Bryson, C. (2015) Clarifying the concept of student engagement, in Understanding and Developing Student Engagement (Ed Bryson, C.) Taylor & Francis. SEDA
 - Thomas, L. (2012) Building Student Engagement And Belonging In Higher Education At A Time Of Change. What Works? Student Retention & Success. HEA.
 - Ramsden, P. (2013) Leadership for a better student experience : what do senior executives need to know? LfHE, Great Britain. ST-14
- Code features which align to BCW
- Identify material not possible to code
- Make judgement about alignment/suitability

Determinants	Definition	Examples
Physical capability	Physical skill, strength or stamina	Having the stamina to continue to work on a long project, e.g. dissertation.
Psychological capability	Knowledge or psychological skills, strength or stamina to engage in the necessary mental processes	The capacity to manage time, study habits and strategies
Physical opportunity	Opportunity afforded by the environment: time, resources, locations, cues, physical 'affordance'	Physical space on campus to connect with other students socially and academically
Social opportunity	Opportunity afforded by interpersonal influences, social cues and cultural norms that influence the way that we think about things	Supportive social networks; opportunity to engage with teachers and peers
Automatic motivation	Automatic processes involving emotional reactions, desires, impulses, inhibitions, drive states and reflex responses	A sense of trust in relationships with teachers and students
Reflective motivation	Reflective processes involving plans and evaluations	Motivation to spend sufficient time and energy on educational tasks.

Take away points (so far)

- BCW shows potential - further work needed to explore the relative importance of features
 - e.g. is lack of references to modelling as an intervention type: a case of how things are defined, a missed opportunity, or author did not see teachers as having a role model function?
- BCW appears to be a tool to encourage better specification of interventions/common lexicon for activities that can be rather vaguely described currently in HE guidance.

What is BCW good for?

- Starting with a focus on your situation, not just adapting something that seems to have worked successfully elsewhere (but maybe in a subtly different situation)
 - e.g. XY University's student dashboard gives students insights on library visit norms. Your University has a policy of maximum online access/ebooks so the physical metric isn't relevant.

What is BCW good for?²

- Support not just the design, but also the monitoring and evaluation of projects to encourage student engagement.

What is BCW good for?³

- Support the monitoring and evaluation of projects to encourage student engagement.
 - e.g. you review all your current efforts at encouraging student engagement and they're all about providing information about activities that students fail to attend. What's needed are late buses! e.g. Geelen, 2013
 - e.g. more variety of MOA targets.
 - e.g. they're wrongly aligned acc the wheel

Thank you

- Any questions?
- Scope for application around a university project to increase engagement

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Key literature:

- Bryson, C. (2015). Clarifying the concept of student engagement. In C. Bryson (Ed.), *Understanding and Developing Student Engagement*. Florence, KY, USA: Taylor and Francis.
- HEA (2015) *Framework for Student Access, Retention, Attainment and progress in Higher Education*. HEA 2015
- Michie S, van Stralen MM and West R (2011) The behaviour change wheel: a new method for characterising and designing behaviour change interventions. *Implementation Science : IS*, 6(1), 42.
- Morgan, M. (2012). The Student Experience Practitioner Model. In M. Morgan (Ed.), *Improving the Student Experience: A practical guide for universities and colleges*. London.